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ABSTRACT

Based on the belief that teaching involves a lifelong cyclical process of study, practice, and reflection, this handbook details the staff development opportunities for prekindergarten personnel in Dade County, Florida for 1997-98. Procedures, workshops, explanatory descriptions, and scheduling information for staff development are presented in four sections. Section A pertains to new prekindergarten personnel and includes information on the prekindergarten curriculum, language and literacy training, and procedures for attending workshops and obtaining credit for attendance. Section B addresses veteran prekindergarten instructional staff and provides information on training requirements and the variety of training options available. Section C includes a registration form and other informational sheets. Section D lists Educational Specialists' assignments. (KB)

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A WIDER VISION

FOR EARLY CHILDHOOD EDUCATORS

STAFF DEVELOPMENT HANDBOOK

FOR

PREKINDERGARTEN PROGRAMS
1997 - 98

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Early Childhood Programs:
Early Intervention
Fee-Supported

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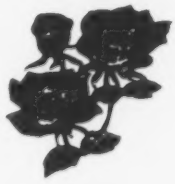

" It seems obvious that we cannot teach all the knowledge, skills, methods, techniques, etc., which are of potential use to teachers. This being the case, it seems advisable to teach teachers and caregivers in such a way as to strengthen their dispositions to go on learning, to be resourceful and to be inventive long after the inservice educator's work with them is over... while we indeed want to help teachers with specific skills and methods, it is important to do so without undermining their "self-helpful" disposition. In short, we should guard against helping a teacher acquire competencies in a way that might strengthen or engender a disposition to be dependent, uninventive and or helpless."

Lilian Katz, Helping Others Learn to Teach:
Some Principles and Techniques for
Inservice Educators

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PREFACE

A Wider Vision is symbolic of the state of mind and state of consciousness that will be required to meet the challenges that face us as educators in modifying educational practices to fit the needs and demands of the present and future in our lives.

Based on the belief that teaching involves a lifelong cyclical process of study, practice, and reflection, the Wider Vision of staff development envisions a lifelong journey of professionals. Educators who are exhilarated by the prospect of exploring, analyzing and applying, new ideas, approaches and techniques; ones that are continuously being generated by the rapid changes that impact the field of early childhood education.

The Division of Early Childhood Programs defines the Wider Vision of staff development as the means for prekindergarten personnel - teachers, associate educators, paraprofessionals and administrators - to understand the complexities and forces that impact their roles. Within the Wider Vision a primary goal for all staff development activities is to provide prekindergarten educators with a framework for examining the events and interactions of their classrooms, their own reactions, and their needs for further professional growth.

The Wider Vision includes a process of personal transformation which generates a deeper belief in the value of and necessity for quality early education. It requires the blending of passion, compassion and wisdom in facing each day. It involves acquiring knowledge and skills that ultimately expands the vision of the world and improves the quality of life for both teacher and student. It is an unending metamorphosis as a result of engagement in the flow of life-long learning. It is, in essence, training teachers to assume new roles.

Because of the Wider Vision of staff development, all in-service opportunities that are being offered during the 1997-98 school year are designed to sustain the prekindergarten instructional staff through the disequilibrium that is experienced when old ideas and practices are challenged and new ones are being studied. The Wider Vision provides an extensive range of learning avenues, described in this document, that have been developed in hope that all involved will find joy in the challenges of growing and learning.

Desktop publishing credits go to Ms. Martha Edgerton.

EARLY CHILDHOOD PROGRAMS
STAFF DEVELOPMENT FOR 1997-98

Prekindergarten Early Intervention and Fee-Supported Programs

Introduction

Each year the vision and mission of providing the best quality early childhood programs for Dade County Public Schools must be renewed, and continuously strengthened. This commitment to quality begins with the resources, professional training, and support that are provided to teaching staff. In response to reform initiatives, educators are being asked to master new skills and responsibilities, learn new methods of teaching and change their practice. Professional development has become an essential and integral part of teachers' work. To that end the Division of Early Childhood Programs has created new means of participating in professional growth that provide for various adult learning practices and allow for different kinds of learning.

It is important that teachers acquire both knowledge and skills, and strengthen their dispositions for working with children to encourage life-long learning. The staff development component is designed to encourage teachers to be knowledgeable about children's growth and development, to take a diagnostic approach to teaching, and to use specific strategies that will suppport and extend individual children's thinking and learning. It is expected that teachers will be willing to take risks, learn from mistakes, participate in on going reflection and self-examination, and to seek means of increasing knowledge and refinement of skills.

This handbook contains information regarding the various opportunities that have been organized to allow teachers and paraprofessionals to renew themselves as they strive to improve learning opportunities for students.

Procedures, workshops, explanatory descriptions, and scheduling for staff development have been divided into four (4) sections. **Section A** pertains to new prekindergarten personnel. **Section B** addresses veteran prekindergarten instructional staff. **Section C** includes a registration form and other informational sheets. **Section D** lists Educational Specialists' assignments.

STAFF DEVELOPMENT FOR EARLY INTERVENTION TEACHERS / PARAPROFESSIONALS AND FEE-SUPPORTED TEACHERS NEW TO PREKINDERGARTEN

Introduction to High/Scope for Full-time Teachers, Full-time Paraprofessionals and Part-time Paraprofessionals New to Prekindergarten

The curriculum chosen by the district for use in the Prekindergarten Early Intervention and Fee-Supported classrooms is the High/Scope Educational Approach, an internationally recognized developmentally appropriate curriculum. Use of this curriculum enables compliance with the state law which funds the Early Intervention Program.

To gain a basic understanding of the High/Scope Educational Approach, full-time teachers and full-time paraprofessionals that are new to prekindergarten are required to attend the twelve (12) scheduled workshops and the follow-up meetings scheduled after school on a Thursday, once a month. Please refer to In-service Groups to identify the school's assigned training group. The dates, locations and topics are outlined on the schedule. The teammate to a person new to prekindergarten may be invited to attend Introduction to High/Scope along with their partner if the partner's introductory training occurred more than 2 years ago. The assigned Educational Specialist will contact those who are eligible.

Part-time paraprofessionals will attend an alternate schedule which is located in this section.

Language and Literacy Training:
Supporting Dade County Public Schools' Goal Three

In addition to the introductory High/Scope workshops, it is strongly recommended that all new prekindergarten personnel attend one of the scheduled trainings on Language and Literacy as outlined below. Please note that each training is comprised of two (2) after school sessions. Select the month which is most convenient for attendance.

Registration is required and must be submitted to the assigned Educational Specialist by Friday, September 12, 1997. If registration is not received by the deadline, a date to attend Language and Literacy training will be assigned.

Language and Literacy Two-Part Workshops Schedule for Teachers and Paraprofessionals New to Prekindergarten

	Date	Location	Time
September			
Part 1	Tuesday, Sept. 23rd	Pine Lake Elementary	2:30 P.M.
Part 2	Tuesday, Sept. 30th	Pine Lake Elementary	2:30 P.M.
November			
Part 1	Tuesday, Nov. 4th	Mae Walters Elementary	2:30 P.M.
Part 2	Thursday, Nov. 13th	Mae Walters Elementary	2:30 P.M.
January			
Part 1	Tuesday, Jan. 13th	Seminole Elementary	2:30 P.M.
Part 2	Thursday, Jan. 22nd	Seminole Elementary	2:30 P.M.
March			
Part 1	Tuesday, March 10th	Blue Lakes Elementary	2:30 P.M.
Part 2	Tuesday, March 17th	Blue Lakes Elementary	2:30 P.M.
May			
Part 1	Tuesday, May 5th	Maya Angelou Elementary	2:30 P.M.
Part 2	Tuesday, May 12th	Maya Angelou Elementary	2:30 P.M.

Mainstream Programs

In addition to the introductory sequence to the High/Scope Educational Approach and Language and Literacy training, all teachers and paraprofessionals working in Pre-K Mainstreamed programs are required to attend an inservice training session on January 30, 1998, at the Teacher Education Center's training room from 8:15 A.M. to 3:20 P.M. The focus of the training will be on issues related to mainstreaming.

ESOL Endorsement: Fulfilling the META Requirement

The District requires that all teachers fulfill the META Consent Decree requirement. For prekindergarten teachers this can be done by attending a training titled:

Issues and Strategies for Teaching Prekindergarten Limited English Proficient (LEP) Students

This course enables attendees to fulfill the Florida Department of Education's (DOE) META Consent Decree requirement for prekindergarten teachers. Contact the Teacher Education Center for a training schedule and arrange with the school administrator for professional leave to attend. Substitute coverage is not provided by the Division of Early Childhood Programs.

Procedures for Attendance: Early Intervention and Fee-Supported Programs

Substitute funds are provided for Prekindergarten Early Intervention teachers and paraprofessionals and for teachers (only) in the Fee-Supported program. These funds are used when prekindergarten personnel attend any required training sessions. The following procedures have been established for attendance to a full-day workshop, and to ensure accountability of program funds:

- The participant identifies the assigned in-service group for training. Registration is not required.
- The participant secures approval for attendance from the building administrator.
- The participant provides the school secretary with a copy of the Introduction to High/Scope training schedule.
- The school secretary charges the substitute to the following structure:

Program: 8698 Location: 9613

- The participant signs the attendance roster at the training session and attends from 8:15 a.m. to 3:20 p.m.
- When any part of a training workshop or a whole day session is missed, the participant must notify the building administrator at their school and contact the Division of Early Childhood Programs.

Master Plan Points

Teachers and paraprofessionals can receive Master Plan Points for attending the twelve (12) scheduled workshops of the introductory sequence to the High/Scope Educational Approach. To receive credit the following Teacher Education Center (TEC) guidelines must be met:

1. Attend each of the twelve (12) scheduled workshops;
2. Fulfill the six required contact hours per session by arriving and departing as scheduled;
3. Sign TEC's attendance roster;
4. Complete TEC's In-service Program Credit Form;
5. Complete TEC's evaluation form; and
6. Complete a post assessment regarding knowledge and implementation of strategies gained by attending the workshops.

Teachers and paraprofessionals that complete TEC's guidelines will earn a total of 72 Master Plan Points for attending the twelve required workshops.

Health and Rehabilitative Services (HRS) hours

All paraprofessionals can receive HRS credit for attending in-service sessions. To receive credit, the following HRS guidelines must be met for attending training:

1. Fulfill the six required contact hours per session by arriving and departing as scheduled;
2. Sign the attendance roster;
3. Complete the evaluation form; and
4. Complete a post assessment regarding knowledge and implementation of strategies gained by attending the workshops.

Upon completion of the introductory sequence to the High/Scope Educational Approach, HRS credit will be awarded.

In-service Groups:
E. I. Teachers and/or Paraprofessionals and Fee-Supported Teachers
New to Prekindergarten

Introduction to the High/Scope Educational Approach: Sessions I - XII

Group A: Location: Region V	Group B: Location: TEC
Ashe, Bowman	Brentwood
Beckham, Ethel	Broadmoor
Campbell Drive	Coral Way
Carver	Crestview
Chapman, Wm.	Dorsey, D. A.
Coral Terrace	Dunbar
Douglas, M. S.	Fisher/Fienberg
Hurston, Z. N.	Flamingo
Kenwood	Franklin, Benjamin
Ludlam	Holmes
Martin, F. C.	Ives, Madie
Matthews	Melrose
Moton, R. R.	Miami Park
Perrine	Miami Shores
Richmond	Myrtle Grove
Shenandoah	North Beach
Smith, John	North Hialeah
South Dade Migrant	Norwood
Vineland	Pharr, Kelsey
West Homestead	Shadowlawn
Whigham, E.	Walters, Mae

If your school is not listed in group A or B select the location for training that is convenient for you.

Staff Development for Early Intervention Teachers/Paraprofessionals and Fee-Supported Teachers New to Prekindergarten:

Introduction to The High/Scope Educational Approach
1997-98

Group A in-service sessions will be at Region V, Training Room from 8:15 A.M. to 3:20 P.M.

Group B in-service sessions will be at the Teacher Education Center (TEC) Training Room from 8:15 A.M. to 3:20 P.M. (Bring a jacket, sweater or coat for your comfort.)

* *After-school monthly follow-up meetings, will be conducted to further enhance this all day training session. More information regarding these meetings will be provided during the first session of the training.*

Group A	Group B	Topic
Tuesday, 9/9/97	Thursday, 9/11/97	High/Scope: Session I Overview
Friday, 9/19/97	Thursday, 9/25/97	High/Scope: Session II Child Development, Daily Routine, Learning Environment
Monday, 10/6/97	Thursday, 10/9/97	High/Scope: Session III Active Learning: Daily Planning, Lesson Plan Writing
Monday,10/20/97	Thursday, 10/30/97	High/Scope: Session IV Key Experiences: Creative Representation, Language and Literacy, Initiative and Social Relations, Movement, Music
Friday, 11/14/97	Wednesday, 11/12/97	High/Scope: Session V Key Experiences: Logic and Mathematics
Monday, 12/1/97	Thursday, 12/4/97	High/Scope: Session VI Observing Children and Writing Anecdotals
Tuesday, 1/6/98	Thursday, 1/8/97	High/Scope: Session VII Team Planning based on Observations
Friday, 1/16/98	Wednesday, 1/21/98	High/Scope: Session VIII Adult-Child Interaction
Monday, 2/2/98	Thursday, 2/5/98	High/Scope: Session IX Plan-Do-Review
Monday, 3/2/98	Thursday, 3/5/98	High/Scope: Session X Small-Group Time
Monday, 3/23/98	Thursday, 3/26/98	High/Scope: Session XI Large-Group Time / Learning Environment
Friday, 4/17/98	Thursday, 4/23/98	High/Scope: Session XII Problem Solving Approach to Conflict Encouragement vs. Praise

Staff Development for Fee-Supported Part-time Paraprofessionals New to Prekindergarten

Paraprofessionals in the Fee-Supported programs, who are new to Pre-K will receive training on the High/Scope Educational Approach as follows:

Paraprofessionals who begin working before September 24, 1997:

Location:	Region III, Room 12
Dates:	Sept. 24, 1997; Oct. 1 and Oct. 22, 1997
Time:	8:15 - 3:20

Paraprofessionals who begin working after September 24, 1997:

Location:	Region V
Dates:	Feb. 9, 20 and 27, 1998
Time:	8:15 - 3:20

Substitute coverage is not provided for these trainings.

SECTION B

STAFF DEVELOPMENT FOR VETERAN PREKINDERGARTEN STAFF

"Good staff development is not something that is undertaken every now and then, reflecting only on the words of someone else. Instead, it is a vital and daily aspect of our work, of our personal and professional identities. Staff development is seen above all as change, as renewal, and as an indispensible vehicle by which to make stronger the quality of our interaction with children and among ourselves."

Carlina Rinaldi, Reggio Emilia, Italy

SECTION B

STAFF DEVELOPMENT FOR VETERAN PREKINDERGARTEN STAFF

The movement across the nation to raise academic standards has resulted in a polarized debate between teaching approaches. On the one hand, there are proponents of the traditional **direct/explicit** instruction approach to teaching in which teachers disseminate known facts, ideas, and skills to students. On the other hand, there are advocates of the **implicit** approach to instruction in which the belief is that students are actively **constructing** their own understanding about the world by interacting with people, objects and events. The teacher's role is that of a guide and facilitator of learning rather than a disseminator of knowledge. According to experts in Early Childhood, it is not a simple either/or question of "which one is best," but rather, that teachers must be **diagnostic** in their teaching in order to utilize the approach which best fits the specific learning situation. Utilizing this point of view, the emphasis in systematic staff development is to help all instructional personnel to become diagnostic planners and decision makers in their classrooms.

The National Association for the Education of Young Children's (NAEYC) Guidelines for Preparation of Early Childhood Professionals (1996) states that:

> "While there are no cookbook guides to accomplished practice, new information about teaching, the subjects under consideration, and child development proliferates. Thus, teachers who stand still are, in fact, moving rapidly backward. Exemplary teachers, motivated both by the change they see around them and by the desire to equip students for a changing future, regularly engage in the process of professional growth. Two valuable sources of such growth are self-reflection aided by interaction with other professionals and self-renewal through exploration of new resources, the study of professional literature, and participation in advanced education programs."

A review of the literature on effective staff development suggests that the maximum benefits occur when the individuals assume ownership of their professional growth. Based on this premise, staff development for veteran prekindergarten teachers and paraprofessionals has been planned to facilitate professional growth which is initiated by the individual. Various avenues have ben designed as means of assisting and supporting individuals in their pursuit of acquiring and refining their abilities, knowledge and skills. As dedicated Early Childhood educators who continue to move along the life-long learning continuum, individuals may select one or more avenues described in the following pages, or generate others which suit their needs.

The goal of the Division of Early Childhood Programs is to assist educators to steadily extend their knowledge, perfect their teaching, and refine their evolving philosophy of education. Grounded in research in early literacy, the information collected from the annual Needs Assessment Survey, and the Child Observation Record (COR) material submitted at the end of the year, the thrust of training for the current year is in areas of literacy and assessment. Therefore, for the school year of 1997-98, The Division of Early Childhood Programs requires that personnel in all prekindergarten Early Intervention and Fee-Supported Programs attend training in the use of the Child Observation Record, and participate in workshops on fostering literacy development. A variety of training formats are included in this document and others will be developed as individuals along with the

❖ AVENUES FOR PROFESSIONAL GROWTH ❖

1. Individual or Team Study and Reflection

The literature suggests that teachers who participate in a wide range of reflective practices reinforce their creativity, stimulate their personal growth, and enhance their professionalism. Reflection on **"Why", "What", "When", and "How"**, is a powerful catalyst for an educator's growth and development. Subsequently, the study of recent research findings and the reflection on theory and personal practice are avenues for traveling along the continuum toward excellence.

Personal study provides support for intructional decisions. The ability to articulate convincingly the rationale for one's practices is also enhanced.

Developing and implementing a team plan to put theory and practice to work can be an effective tool along with study and reflection. Below, a suggested plan is outlined.

Team Plan

1. Begin by observing and documenting (notes, videos, drawings, recording, etc.) the children's actions and language.
2. Examine and discuss the documentation to uncover the children's interests, abilities and learning processes.
3. Ask yourselves, "What could we do?" Formulate several hypothesis of support for a particular child or group of children. Come up with many possibilities.
4. Identify an area of High/Scope implementation (see the High/Scope Wheel, Section C) and select strategies to work with.
5. Write your plan down and work your plan, taking documentation of what is happening with the children.
6. Discuss and reflect on the dynamics that are now occurring in the classroom.

At the end, you will have a record of your "plan-do-review" of professional growth in High/Scope implementation.

2. Video Taping Feedback

Video taping your classroom with a specific component of the High/Scope Frameworks (refer to the High/Scope Wheel) as the focus can provide valuable feedback on what is happening in your program. Seeing yourself through the eye of the camera and reflecting on what you see can be validating and informative.

3. **Workshops** ***Registration is required for all workshops listed on the Master Schedule.*** **Descriptions of workshops are provided.**

The deadline for registering is as follows:

Topic	Due Date
Language and Literacy	Friday, September 12, 1997
All other workshops	Friday, September 26, 1997

In support of District Goal 3, Reading/Language Arts, and the current research on early literacy, all prekindergarten personnel are expected to attend one of the scheduled trainings on Language and Literacy. Please note on the Master Schedule that there are two full-day trainings and several after-school trainings on this topic. Language and Literacy workshops scheduled after school are comprised of two (2) sessions.

Refer to Section C for the Registration Form and substitute procedures. Make severel copies of the form, select workshops, complete as indicated, and return to the assigned Educational Specialist by the due dates.

a. Full-Day Workshops

Workshops have been planned on a variety of topics and in varied formats. Substitute coverage will be provided for one (1) workshop only. To afford opportunities to attend more than one, several have been scheduled on Teacher Planning Days. The topics, dates and locations can be found on the schedule.

b. After School Workshops

After school workshops in Language and Literacy are comprised of two parts and have been scheduled on various dates and several locations for the convenience of attending.

Child Observation Record (COR) training will be planned in cooperation with your Educational Specialist to meet individualized needs. Based upon COR survey responses, other trainings will be planned so that teachers may meet the required training for this year.

c. Mainstream Workshop

For teachers and paraprofessionals working in mainstream programs there is one required workshop scheduled for January 30, 1998 at the Teacher Education Center's training room from 8:15 a.m. to 3:20 p.m. The focus of the training will be on issues related to mainstreaming.

4. Educational Specialist Assistance

An Educational Specialist is available for support and assistance. Working on a one-on-one basis with teams enables an Educational Specialist to provide individualized assistance. This is a vital avenue for professional growth maximizes opportunities for clarification and more in-depth analysis of both child development theory and curriculum implementation. The Educational Specialist's role is to act as a coach who watches, listens, and shares observations, skills and resources.

With the assigned Educational Specialist discuss the various components on the Professional Development Continuum (PDC) to determine implementation level. Use this information to develop a Professional Growth Plan (PGP), and refer to the Professional Development Portfolio for additional suggestions and to document and validate your implemenation level. See Section C to locate these forms. The Program Implementation Profile (PIP) and the Observation-Feedback procedure are effective tools to determine needs.

5. Small Cluster Sessions and Round Table Discussions

Individual team needs:
Professional growth in the field of education requires an on-going study of research findings on how children learn and develop. Another avenue for facilitating professional growth, specifically in High/Scope implementation, will be the provision of systematic training in a small group format. The sessions will be scheduled after school and tailored to meet individualized needs. These workshops will be facilitated by the assigned Educational Specialist. Teams will determine their needs and in collaboration with the Educational Specialist schedule the appropriate training session.

Associate Educators will meet on the first Monday of each month with the assigned Educational Specialist. These round table discussions will address curriculum and professional issues and serve as a forum for on-going professional growth.

Teachers and Paraprofessionals who completed Introduction to High/Scope in 1996-97 will meet on the third Monday of each month. These round table discussions will serve as the means of clarifying the High/Scope frameworks. The assigned Educational Specialist will provide the necessary assistance to support individuals in the implementation of the High/Scope philosophy and practices.

6. Visitation of Demonstration Classrooms

Demonstration classrooms have been identified as another resource to assist teachers in their professional growth. Such classrooms present teaching teams with opportunities for focused observations in identified areas of need/interest in delivering the High/Scope Educational Approach. Through direct observation, teachers and paraprofessionals will be able to increase their understanding of effective educational practices, and refine their teaching skills and abilities. District procedures are required to visit demonstration classrooms. Please contact your assigned Educational Specialist for assistance. **Scheduling a visit may only be done through the Division of Early Childhood.**

7. Developing a Collaborative Home-School Climate

Children's development and learning are influenced by the social and cultural contexts in which they live. Therefore teachers who develop a genuine collaborative climate between home and school will strengthen the quality of the program they provide. The collaboration is based upon mutual respect, resulting in a continuing dialogue between teacher and parent that shares information and exchanges ideas, opinions and concerns. The process involved in the development of a collaborative home-school cliimate sensitizes teachers to the need to acknowledge how their own cultural experience shapes their perspective and to realize that multiple perspectives, in addition to their own, must be considered in decisions about children's development and learning. In this respect, this initiative of working with parents becomes an avenue for both professional and personal growth.

8. WLRN'S Teacher Choice Automated Video Source

Resource: Ray Cruz 995-2267
Coordinator of Instructional Video Service

Every two months, attached to the Early Childhood Programs' calendar, will be a list of available videos from which you can make a selection. Since the service is automated, you can make these arrangements from any phone at any time of day. The staff from Early Childhood Programs has provided WLRN with a list of video titles, which pertain to Early Childhood concerns, parenting issues and the High/Scope Educational Approach.

Explicit printed instructions for the Touch-Tone Phone Teacher's Choice Menu are included in Section C. The system also leads you through step-by-step with voice prompts. As indicated in the instructions, be specific in giving the date and time that you are requesting.

This is not only a wonderful training tool, but also a resource for parent workshops. Preview the video to determine the appropriateness for use with parents and to prepare yourself to provide an introduction and an interactive follow-up to the viewing and closure for the parent meeting.

9. Mentorship Program

A mentorship program continues as a pilot this year. This new avenue for professional growth has been created with a commitment to the following goals:

- ☐ Providing professional development opportunities for mentors particularly with regard to peer communication and adult interaction skills; and
- ☐ Creating increased opportunities for novice implementors of the High/Scope Approach to gain and clarify knowledge, and to refine their skills.

Individuals who are interested in mentoring or being mentored, please contact your Educational Specialist.

10. Networking

Networking is encouraged and supported as an important vehicle for facilitating professional growth. Networking provides opportunities to explore and discuss curriculum and/or programmatic concerns and issues, to develop comraderie, and to share personal research projects. Prekindergarten instructional staff are encouraged to select and organize their own networking groups, to network with another team, or with individual colleagues.

"In teaching, all we have at a given moment in our given situation, is our own best judgement. Throughout our lives, we study and reflect in order to refine that judgement; we talk with colleagues, examine our own efforts - all in order to improve our judgement. In the last analysis our best judgement is all there is. It is important to strive for a balance between having sufficient conviction to go on acting - for to teach is to act, and effective teaching requires action with optimum confidence in the rightness of what we are doing."

Lilian Katz, On Teaching

Master Plan Points

All teachers and paraprofessionals can receive Master Plan Points for attending inservice sessions. To receive credit for attending voluntary workshops/conferences the following Teacher Education Center (TEC) guidelines must be met:

1. Answer the questions on the district's registration form regarding the purpose for attending the workshop/conference;
2. Fulfill the six required contact hours per session by arriving and departing as scheduled;
3. Sign TEC's attendance roster;
4. As a post assessment, complete the assigned independent activity and return to your Education Specialist by the indicated date;
5. Complete TEC's In-service Program Credit Form; and
6. Complete TEC's evaluation form.

Six (6) master plan points will be earned for each full-day voluntary workshop/conference.

Prekindergarten personnel who work in Mainstream programs and attend the workshop on January 30th will receive six (6) master plan points.

Health and Rehabilitative Services (HRS) hours

All paraprofessionals must upgrade their HRS certificates and can receive HRS credit for attending in-service sessions. To receive credit, the following HRS guidelines must be met for attending training.

1. Fulfill the six required contact hours per session by arriving and departing as scheduled;
2. Sign the attendance roster; and
3. Complete the assigned independent activity and return to your Educational Specialist by the indicated date.

Six (6) HRS hours will be earned per full-day workshop.

Staff Development for Veteran Prekindergarten Instructional Staff

The schedule reflects the workshops available to experienced (second year and above) prekindergarten teachers, associate educators and paraprofessionals for the 1997-98 school year. With the exception of the workshop for teachers and paraprofessionals who work in mainstream programs, participation in workshops is on a voluntary basis and is limited in availability. Substitute coverage for full-time staff will be provided for one full-day workshop. Paraprofessionals in the Fee-Supported programs are welcome to attend if substitute coverage is provded by the school.To provide opportunities for attending more than one workshop, several trainings have been scheduled on afternooons and Teacher Planning Days. Permission to attend must be secured from school administrators.

Date	Location and Time	Topic
Tuesday, September 23, 1997	Pine Lake Elementary 2:30 Trainer: Claire Fairnington	Language & Literacy - Part 1 The What and The Why: *Phonemic Awareness Phonological Awareness and Graphic Awareness*
Tuesday, September 30, 1997	Pine Lake Elementary 2:30 p.m.	Language & Literacy - Part 2 The When and The How of Implementation Strategies
Thursday, October 2, 1997 * Teacher Planning Day	Horace Mann Midddle School 8:15 a.m. - 3:20 p.m.	Computer Literacy - MAC Basics
Monday, October 13, 1997	Teacher Education Center (TEC) 8:15 a.m. - 3:20 p.m. Trainer: Carol Montealegre	Language & Literacy The What, Why, When and How of Phonemic Awareness, Phonological Awareness and Graphic Awareness
Wednesday, October 15, 1997	Teacher Education Center (TEC) 8:15 a.m. - 3:20 p.m.	Why COR???
Friday, October 17, 1997 * Teacher Planning Day	Teacher Education Center (TEC) 8:15 a.m. - 3:20 p.m.	Implications of Brain Research (Cynthia Magnus)
Friday, October 17, 1997 * Teacher Planning Day	Hoace Mann Middle School 8:15 a.m. - 3:20 p.m.	Computers in the Pre-K Classroom
Monday, November 3, 1997	Teacher Education Center (TEC) 8:15 a.m. - 3:20 p.m.	Problem Solving Approach to Conflict
Tuesday, November 4, 1997	Mae Walters Elementary 2:30 p.m. Trainer: Marina Wallies	Language & Literacy - Part 1 The What and The Why: *Phonemic Awareness Phonological Awareness and Graphic Awareness*
Monday, November 10, 1997 * Teacher Planning Day	Horace Mann Middle School 8:15 a.m. - 3:20 p.m.	Computers Literacy - MAC Basics
Thursday, November 13, 1997	Mae Walters Elementary 2:30 p.m.	Language & Literacy - Part 2 The When and The How of Implementation Strategies

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Date	Location and Time	Topic
Tuesday, November 18, 1997	Teacher Education Center (TEC) 8:15 a.m. - 3:20 p.m.	Math and Logic Key Experiences Classification Seriation Number
Friday, January 9, 1998	Ludlam Elementary Ms. Fuller / Ms. Del Rio's Classroom 2:30 p.m.	Feeling Stress Lately? Rx with Lauren Kass District Pre-K Counselor
Tuesday, January 13, 1998	Seminole Elementary 2:30 p.m. Trainer: Diane Carlebach	Language & Literacy - Part 1 The What and The Why: *Phonemic Awareness, Phonological Awareness and Graphic Awareness*
Tuesday, January 20, 1998	Allapattah Elementary Ms. Palenzuela's /Ms. Rolle's Classroom 2:30 p.m.	Feeling Stressed Lately? Rx with Lauren Kass District Pre-K Counselor
Thursday, January 22, 1998	Seminole Elementary 2:30 p.m.	Language & Literacy - Part 2 The When and The How of Implementation Strategies
Thursday, January 29, 1998	Teacher EducationCenter (TEC) 8:15 a.m. - 3:20 p.m.	Why COR???
Friday, January 30, 1998 *Teacher Planning Day	Teacher EducationCenter (TEC) 8:15 a.m. - 3:20 p.m.	Mainstream Teachers and Paraprofessionals Meeting (Required)
Friday, January 30, 1998 *Teacher Planning Day	Region III - Meeting Room 8:15 a.m. - 3:20 p.m.	Project Approach: Implications for the High/Scope Practitioner
Friday, January 30, 1998 *Teacher Planning Day	Horace Mann Middle School 8:15 a.m. - 3:20 p.m.	Computers in the Pre-K Classroom
Monday, February 9, 1998	Teacher EducationCenter (TEC) 8:15 a.m. - 3:20 p.m.	Small-Group Time
Wednesday, February 11, 1998	Teacher EducationCenter (TEC) 8:15 a.m. - 3:20 p.m. Trainer: Carol Montealegre	Language & Literacy The What, Why, When and How of: *Phonemic Awareness, Phonological Awareness and Graphic Awareness*
Tuesday, March 10, 1998	Blue Lake Elementary 2:30 p.m. Trainer: Nancy Musselwhite	Language & Literacy - Part 1 The What and Why: *Phonemic Awareness, Phonological Awareness and Graphic Awareness*
Wednesday, March 11, 1998	Teacher EducationCenter (TEC) 8:15 a.m. - 3:20 p.m.	Math and Logic Key Experiences Spatial Relations Time
Friday, March 13, 1998 *Teacher Planning Day	Teacher EducationCenter (TEC) 8:15 a.m. - 3:20 p.m.	Implications of Brain Research (Cynthia Magnus)
Friday, March 13, 1998 *Teacher Planning Day	Horace Mann Middle School 8:15 a.m. - 3:20 p.m.	Computer Literacy - MAC Basics

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Date	Location and Time	Topic
Friday, March 13, 1998 *Teacher Planning Day	Region III - Meeting Room 8:15 a.m. - 3:20 p.m.	Reggio Emilia: Implications for the High/Scope Practitioner
Tuesday, March 17, 1998	Blue Lakes Elementary 2:30 p.m.	Language & Literacy - Part 2 The When and The How of Implementation Strategies
Friday, April 3, 1998 *Teacher Planning Day	Horace Mann Middle School 8:15 a.m. - 3:20 p.m.	Computers in the Pre-K Classroom
Tuesday, May 5, 1998	Maya Angelou Elementary 2:30 p.m. Trainer: Shirley Smith	Language & Literacy - Part 1 The What and The Why: *Phonemic Awareness, Phonological Awareness and Graphic Awareness*
Friday, May 8, 1998	Ludlam Elementary Ms. Fuller / Ms. Del Rio's Classroom 2:30 p.m.	Feeling Stressed Lately? Rx with Lauren Kass, District Pre-K Counselor
Tuesday, May 12, 1998	Maya Angelou Elementary 2:30 p.m.	Language & Literacy - Part 2 The When and The How of Implementation Strategies
Tuesday, May 19, 1998	Allapattah Elementary Ms. Palenzuela's / Ms. Rolle's 2:30 p.m.	Feeling Stressed Lately? Rx with Lauren Kass, District Pre-K Counselor

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Description

of

Workshops

- *Computer Literacy - MAC Basics* 20
- *Computers in the Pre-K Classroom* 20
- *Implications of Brain Research* 20
- *Language and Literacy* 20
- *Math and Logic Key Experiences: Classification, Seriation, Number* 21
- *Math and Logic Key Experiences: Spatial Relations, Time* 21
- *Problem Solving Approach to Conflict* 21
- *Project Approach: Implications for the High/Scope Practitioner* 21
- *Reggio Emilia: Implications for the High/Scope Practitioner* 22
- *Small-Group Time* 22
- *Feeling Stressed Lately? Rx with Lauren Kass* 22
- *Why COR?* 22

DESCRIPTION OF WORKSHOPS

COMPUTER LITERACY - MAC Basics Facilitator: Clarice Bryant

A full-day workshop on computer skills has been scheduled on three separate Teacher Planning Days. These will be held at Horace Mann Middle School's Computer Lab.

Registration is required and each workshop is limited to twenty-five participants.

COMPUTERS IN THE PRE-K CLASSROOM Facilitator: Clarice Bryant

In response to the Needs Assessment Survey, a full-day workshop on the use of computers with children has been scheduled on three different Teacher Planning Days for your convenience. All workshops will be held at Horace Mann Middle School's Computer Lab.

Registration is required and each workshop is limited to twenty-five participants.

IMPLICATIONS OF BRAIN RESEARCH Trainer: Cynthia Magnus

Are you being "hijacked" by your amygdala? Do you find yourself constantly poised for fight or flight, giving in to a hypervigilant "seat of all passion"? What about your students? What's their amygdalas dictating to them? Well...what's an amygdala anyway, and, where is it? Recent studies have shown that I.Q. predicts a very small part of our potentials, (4 to 20%), while our social/emotional intelligence can predict as much as 80% of our future success. How does this information impact your students? Come find out how the developing brain of a child gets wired by the message received and sent by the amygdala. Learn how recent studies are showing us to rethink the role of social/emotional development in our children, and how to incorporate the 5 dimensions of emotional intelligence in your classrooms and schools.

Registration is required.

LANGUAGE AND LITERACY

Trainer: Carol Montealegre **(Full-day)**
Two-Part after school Workshops
Check Master Schedule

In response to requests on the needs survey and in support of the District's initiative for Reading/Language Arts instruction, workshops on the **what, why, when,** and **how** for developing and fostering children's emerging reading and writing abilities will be provided throughout the year. Specifically the inclusion of phonological awareness, auditory discrimination, graphic awareness, directionality and visual discrimination within High/Scope's Daily Routine will be addresssed.

Refer to the master schedule for the choice of a full-day workshop (offered on two different dates) or a two-part afternoon workshop offered every other month.

Registration is required.

MATH AND LOGIC KEY EXPERIENCES: Trainer: Carol Montealegre

Classification
Seriation
Number

Answer the age-old questions: What is "Seriation" anyway? How are children classifying in the Art Area? Besides counting, how do you teach number concepts in prekindergarten? Increase your understanding of these math concepts, how they develop, and your ability to recognize them in a variety of situations.

Registration is required.

MATH AND LOGIC KEY EXPERIENCES: Trainer: Carol Montealegre

Spatial Relations
Time

Logical and mathematical knowledge is the least teachable kind of knowledge there is. However, the language for these basic concepts must be learned by children from adults and other children. Describing the positions of objects and the ways they move, and working with simple time sequences are some of the experiences that are valuable for the development of children's abilities in this area. This workshop will provide you with the opportunity to increase your understanding of how to facilitate the experiences needed for children to develop these math concepts.

Registration is required.

PROBLEM-SOLVING APPROACH TO CONFLICT Trainer: Carol Montealegre

A major concern for teachers is how to support positive social behavior. The issue of "control" is central to this concern. This workshop explores the strategies you can use to teach children how to solve problems when in conflict situations. Participants will practice using specific conflict-resolution steps in a number of ways.

Registration is required.

PROJECT APPROACH: Trainer: Carol Montealegre
IMPLICATIONS FOR THE HIGH/SCOPE PRACTITONER

The Project Approach, as espoused by Lilian G. Katz, is an in-depth investigation of a topic worth learning more about. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed usually by the children. Advocates do not suggest that project work should constitute the whole curriculum, but rather viewed as complementary to the more informal parts of the curriculum for younger children. This workshop will address the implications of using this approach of investigation within the High/Scope frameworks.

REGGIO EMILIA:
IMPLICATIONS FOR THE HIGH/SCOPE PRACTITIONER

Trainer: Carol Montealegre

Early childhood educators around the world continue to be deeply inspired and enlightened by Reggio Emilia, the municipal early childhood program in Reggio Emilia, Italy. There is much about Reggio Emilia's approach to child care and education that distinguishes it from other efforts both inside and outside of Italy. Of special interest are the following features:

- ☐ an emphasis on children's "symbolic languages";
- ☐ teachers' long-term commitment to increasing their understanding of children;
- ☐ the organization of the physical environment.

This workshop will explore these features of the Reggio Emilia approach and the possible implications for the High/Scope practitioner.

Registration is required.

SMALL-GROUP TIME

Trainer: Carol Montealegre

Review the rationale and mechanics of Small-Group Time. Extend your knowledge of how the process of Small-Group Time evolves over the school year moving from simple to complex. Develop an awareness to recognize the growth in children's abilities and its impact on the evolution of Small-Group Time.

Registration is required.

FEELING STRESSED LATELY? Rx WITH LAUREN

Counselor: Lauren Kass

Feeling stressed? Let's reflect about our lives and talk. What problems or stressors do you have? How can we cope with all that happens in our lives? Come join me. You'll feel better.

Registration is required.

WHY COR?

Trainer: Carol Montealegre

Data collected from the Child Observation Record (COR) included in the End of the Year Procedures' packet continues to indicate the need for reexamining the rationale and use of the assessment process in prekindergarten.

What is the purpose of assessment in prekindergarten? Why not use a check-list? How does the COR process become an integral part of curriculum versus being a "burden" to do three times a year? This workshop will explore these issues in an attempt to assist you in understanding the process of observing, recording, and documenting the work children do and how these activities form a basis for instructional planning, communicating with parents, and program accountability.

In addition to this workshop, specific individualized trainings will be offered by Educational Specialists to address these issues.

Registration is required.

SECTION C FORMS

Dade County Public Schools
Division of Early Childhood Programs

Prekindergarten Early Intervention and Fee-Supported Programs Substitute Procedures

Substitute funds are provided for staff development activities for Prekindergarten Early Intervention teachers and paraprofessionals, and for Fee Supported teachers (only). These funds may be used when prekindergarten teachers and paraprofessionals attend staff development training sessions relevant to the prekindergarten program and when they participate in a preapproved classroom visitation/observation. The following procedures have been established to register for workshops and to ensure accountability of program funds.

- Complete the Registration Form and return it as indicated on the form and/or Master Staff Development Schedule.
- Secure approval for attendance from the building administrator.
- The school secretary will charge the substitute for the Early Intervention teacher/paraprofessional and Fee-Supported teachers (only) to the following budget structure:

  **** There is no substitute coverage for Fee-Supported Paraprofessionals, although they are welcome to attend if the school provides substitute coverage.***

  Program: 8698 **Location: 9613**

Full-time teachers and paraprofessionals new to the Prekindergarten Program are required to attend the twelve (12) full-day Introduction to High/Scope training sessions. New Pre-K personnel will provide a copy of the training schedule to the school secretary in order to secure a substitute for the twelve (12) sessions.

Substitute coverage will be provided for veteran Prekindergarten teachers and paraprofessionals (staff working in Pre-K two years or more) for one full-day workshop. Several workshops have been scheduled on teacher planning days to provide the opportunity for attending more workshops.

Attendance for full-day training Sessions is from 8:15 a.m. - 3:20 p.m. Participants are expected to arrive on time and remain for the entire workshop. Should you make appointments for the date you have registered which will interfere with meeting this requirement, please let us know so that we may offer alternative dates to you.

Dade County Public Schools
Division of Early Childhood Programs

Registration/Substitute Form
Prekindergarten Teachers/Paraprofessionals

The Division of Early Childhood Programs will provide substitute coverage for attendance at **one** workshop/training per Early Intervention Teacher, Early Intervention Paraprofessional, or Fee-Supported Teacher. The following procedures have been established to **register** for workshops and to ensure accountability of program funds:

- Complete the Registration/Substitute Form below and return to your assigned Educational Specialist by the date indicated in the Staff Development Handbook. One Registration/Substitute Form is to be completed for each veteran teacher/parprofessional attending a workshop/training.
- Secure approval for attendance from the building administrator.
- The school secretary will charge the **one authorized** substitute for the prekindergarten teacher/paraprofessional to the following budget structure:

Program: 8698 **Location: 9613**

Registration
Prekindergarten Teachers/Paraprofessionals

Participant: _____ Title: _____

Date of Training Session: _____ Name of Training Session _____

Full-day: _____ After School: _____

I UNDERSTAND THAT I MUST REMAIN THE REQUIRED 6 CONTACT HOURS TO PARTICIPATE IN THIS TRAINING

Signature of Teacher/Paraprofessional: _____

Signature of Principal: _____

Substitute Needed: ____ YES ____ NO

Check funding source for substitute coverage:

Division of Early Childhood Programs _____

Other Funding Source _____ **Specify:** _____

To register for a workshop/visitation, please return the Registration/Substitute Form above to the assigned Educational Specialist for your school.

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The High/Scope Preschool "Wheel"

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PROFESSIONAL DEVELOPMENT CONTINUUM

Name: _____ School: _____

Background:

Level 1 Introductory Training
(Full-day workshops, follow-up support for implementation of mechanics, assisted practice with modeling and coaching by educational specialists, journaling)

Comment: _____

Level 2 Basic Implementation
(Professional Growth Plan (PGP), after school workshops, voluntary full-day workshops, assisted practice, observation/feedback process, journaling, reflection, videotaping, focused-observation visits)

Comment: _____

Level 3 Refining Implementation
(Program Implementation Profile (P.I.P.), Professional Growth Plan, coaching by educational specialist, observation-feedback process,Protege, reflection, journaling, focused observation visits, videotaping)

Comment: _____

Level 4 Advanced Implementation
(Professional Growth Plan, coaching by educational specialist, reflection on strengths/weaknesses, journaling, videotaping, demonstrate specific skills and knowledge, observation-feedback process,Mentor)

Comment: _____

Level 5 Quality Program Implementation
(Demonstration Classsroom status, conduct research in classroom, document practices, Mentor, High/Scope Accreditation)

Comment: _____

PROFESSIONAL DEVELOPMENT PORTFOLIO

Level 1
Introductory Training Notebook (3 ring binder for handouts, notes, copies of homework assignments)
Personal Journal Notebook

Level 2
Training Notebook (from Level 1)
Personal Journal Notebook
Professional Growth Plan (PGP)
Videotapes
Observation-Feedback Forms

Level 3
Training Notebook (from Level 1)
Personal Journal Notebook
Program Implementation Profile (PIP)
Professional Growth Plan (PGP)
Videotapes
Observation-Feedback Forms
Protege Log

Level 4
Training Notebook (from Level 1)
Personal Journal Notebook
Professional Growth Plan (PGP)
Videotapes
Observation-Feedback Forms
Mentor Log

Level 5
Professional Growth Plan (PGP)
Observation-Feedback Forms
Research Documentation
Mentor Log
Accreditation Forms

PREKINDERGARTEN PROFESSIONAL GROWTH PLAN
DADE COUNTY PUBLIC SCHOOLS

Team _____ School _____

Educational Specialist _____ Date _____

PROFESSIONAL GROWTH PLAN

Professional Growth Area: _____

_____

_____

_____

_____

_____

_____

Anticipated Completion Date _____

Specific Strategies For Professional Growth Area:	IMD*

*INTERIM MONITORING DATE WHITE COPY - TEACHER YELLOW COPY - EDUCATIONAL SPECIALIST

LOCATIONS

Allapattah Elementary
Ms. Palenzuela / Ms. Rolle's Classroom
4700 N.W. 12th Avenue
Miami, Florida
635-0873

Angelou, Maya
1850 N.W. 32nd Street
Miami, Florida
636-3480

Blue Lakes Elementary
9250 S. W. 52nd Terrace
Miami, Florida
271-7411

Horace Mann Middle School
Computer Laboratory
8950 N.W. 2nd Avenue
Miami, Florida
757-9537

Ludlam Elementary
Ms. Fuller / Ms. del Rio's Classroom
6639 S.W. 74th Street
Miami, Florida
667-5551

Pine Lake Elementary
16700 S.W. 109th Avenue
Miami, Florida
233-7018

Region III Offices (same building as TEC)
Meeting Room
1080 LaBaron Drive
Miami Springs, FL
883-0403

Region V Offices
9040 S.W. 79th Avenue
Miami, FL
595-7022

Seminole Elementary
121 S.W. 78th Place
Miami, Florida
261-7071

Teacher Education Center (TEC)
Training Room
1080 LaBaron Drive
Miami Springs, FL
887-5031

Mae Walters
650 W. 33rd Street
Hialeah, Florida
822-4600

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TOUCH-TONE INSTRUCTIONS FOR TEACHER'S CHOICE MENU

Before dialing in to the Teacher's Choice Menu:

Tune into school channel 41 and look at the Teacher's Choice Menu. Programs are arranged by subject.

Note the 4-digit numbers next to each program. This is what you will need to enter when you want a program televised.

Determine when you want to view a program. You will have 2 options:

a) as soon as possible (usually within 5 minutes of completing your call), or
b) up to 7 days from the day of the call, and at a specific date and time you designate.

Have your employee number and 4-digit school location code accessible.

1) Now you are ready to call Teacher's Choice at 995-2269 to place the order.

NOTE: The Teacher's Choice Automated Video Source will supply the following prompts and requests. Most likely, you will not need to closely follow these explicit printed instructions because the system will lead you through step-by-step. You may want to first try the process using just the voice prompts. Refer to these printed instructions for further clarification, if necessary. **The ordering process for one video will take 1 minute, 20 seconds. Each additional video request during the same call takes approximately 40 seconds.**

2) After dialing, you will hear, "Welcome to WLRN TV's Wireless Cable Video Source". You'll be asked to enter your 6-digit employee number followed by the pound key (#). If you are dialing in for the first time, you will also be asked to select option #2 to add your number and 4-digit school location number to the user file.

3) The voice response will prompt you with, "To make your selection, please enter the 4-digit title number and press the pound key."

4) After you have entered your selection, the voice will repeat the number you've entered and offer the following two options:

   Press "1" if it is correct, (takes requester to #5a); or
   Press "2" to make another selection. (This option will cycle the caller back to #3 so the title number can be revised.)

5) Once you have entered a title number and verified it by pressing "1", you are ready to choose a viewing time. The voice response will give you the following options:

Press "1" to play your request as soon as possible. (usually within 5 minutes of placing the call)
Press "2" to designate a specific time and date.

a) If you pressed "1" and wish to play the program as soon as possible, Teacher's Choice will assign it the next available time slot and tell you when it will air and on which channel. Continue with instructions at 6a and 6c.

b) If you pressed "2" to request a specific time and date, the system will prompt you to:
Enter a date up to seven days from the current one, then
Enter a time of day (hour and minute), and
Press "1" for a.m. or "2" for p.m.

6) The system will repeat the date and time you requested and will ask you to:

a) Press "1" if it is correct, or
Press "2" to re-enter a different date or time.

b) If you pressed "1", the system will once again tell you when your selection will air, and on what channel. Then it will ask you to:

Press "1" to accept
Press "2" to request a different time
Press "3" to repeat the scheduled time
Press "4" to end the call.

"1" allows the user to verify the choice. Go to 6c for the next step.
"2" cycles the requester back to 5b to revise the air time and date.
"3" repeats the scheduled time and gives the above 4 options again.
"4" ends the call without scheduling a program.

c) If you pressed "1", the system will confirm your instructions with "Your request has been recorded," and will direct you to:

Press "1" to make another request, or
Press "2" to end the call.

"1" cycles the caller back to the beginning to enter another 4-digit title number.
"2" ends the call after making and confirming a request for just one program.

BE SURE TO NOTE ALL TIME AND CHANNEL INFORMATION, PARTICULARLY IF YOU ARE SCHEDULING IN ADVANCE, OR REQUESTING SEVERAL PROGRAMS AT ONE TIME.

SECTION D

SUPPORT STAFF

EARLY INTERVENTION EDUCATIONAL SPECIALISTS WITH DESIGNATED SCHOOLS

Marina Walles

Biscayne
Blanton, Van E.
Brentwood
Crestview
Earhart, Amelia
Flamingo
Franklin, Benjamin
Golden Glades
Gratigny
Hialeah
Hialeah Gardens
Johnson, J.W.
Lake Stevens
Lakeview
Miami Gardens
North Carol City
North Glade
North Hialeah
North Twin Lakes
Opa-locka
Palm Lakes
Parkview
Rainbow Park
Scott Lake
Stirrup, E.W.F.
Twin Lakes
Walters, Mae

Clarice Bryant

Bryan, W.J.
Broadmoor
Crowder, Thena
Dorsey, D.A.
Fienberg/Fisher
Greynolds Park
Holmes
King, M.L.
Liberty City
Little River
Louverture, Toussaint
Meadowlane
Miami Park
Miami Shores
North Miami
Oak Grove
Shadowlawn
South Pointe
West Little River
Westview

Shirley Smith

Arcola Lake
Auburndale
Carol City
Carver, G.W.
Comstock
Coral Terrace
Coral Way
Douglas, M.S.
Drew, Charles
Dunbar
Evans, L.C.
Everglades (Co-Op)
Fairlawn
Flagami
Hartner, Eneida
Kinloch Park
Melrose
Myrtle Grove
North County
Pharr, Kelsey
Poinciana Park
Santa Clara
Shenandoah
South Hialeah

Carol Montealegre

Allapattah
Angelou, Maya
Edison Park
Flagler
Graham, Earnest
Leisure City
Olympia Heights
Palm Springs
Pepper, Claude
Royal Palm
Seminole
Tucker, F.S.

Diane Carlebach

Air Base
Campbell Drive
Caribbean
Chapman, W.A.
Colonial Drive
Douglass, F.
Florida City
Hopkins, Lindsey
Ludlam
Martin, F.C.
Moton, R.R.
Perrine
Pine Lake
Pine Villa
Redondo
Richmond
Riverside
South Dade Migrant
South Miami Heights
Sylvania Heights
West Homestead

Lauren Kass

District
Pre-K Counselor

SUPPORT STAFF

FEE-SUPPORTED EDUCATIONAL SPECIALIST WITH DESIGNATED SCHOOLS

Claire Fairnington

Air Base
Bowman Ashe
Calusa
Coral Gables
Coral Reef
Cutler Ridge
Devon Aire
Dante Fascell
Gloria Floyd
Jack Gordon
Oliver Hoover
Howard Drive
Kendale
Kendale Lakes
Leewood
Wm. Lehman
Wes Matthews
Palmetto
Claude Pepper
Pinecrest
Gilbert Porter
Jane Roberts
Winston Park
Edward Whigham

Nancy Musselwhite

Bay Harbor
Ethel Beckham
Blue Lakes
Cypress
Emerson
David Fairchild
Greenglade
Greynolds Park
Charles Hadley
Joe Hall
Zora N. Hurston
Madie Ives
Kenwood
Key Biscayne
Miami Lakes
Miami Shores
Norland
North Beach
Norwood
John I. Smith
South Miami
Springview
Sunset
Sunset Park
Turner Technical
Village Green
Vineland

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978, prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D- 1.10 prohibit harassment and/or discrimination against an employee or student on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

REVISED 10/31/97

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